DOCUMENT RESUME

ED 109 231 TM 004 692

TITLE	D.P.I. Primary Reading Criterion-Referenced Screening Test, Levels 1, 2, 3.
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ABSTRACT

The Diagnostic Prescriptive Individualized (D.P.I.) Primary Reading Criterion-Referenced Screening Test Levels 1, 2 and 3 are diagnostic tests geared toward aiding the teacher of grade 1 and 2 children in identifying the academic strengths, weaknesses, and needs of each student. These tests are concerned with the overall screening of skills of these children at the mid-point of their first year and the beginning of their second year. The test can be administered by the teacher or reading specialist. It should be given in two morning sessions lasting no more than one hour, although the test can be completed before this time; this allows the children ample time to respond. The only equipment needed by the children is crayons of different colors. The scoring of all tests can be done by the teachers for all 60 possible points on Level 1 and 100 possible on Level 2 or 3. The tests and directions for each level are included in the document. (DEP)

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ED109231

D.P.I. Primary Reading

Criterion-referenced Screening Test

Level I

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Student's Name _____

I.D. Number _____

School _____

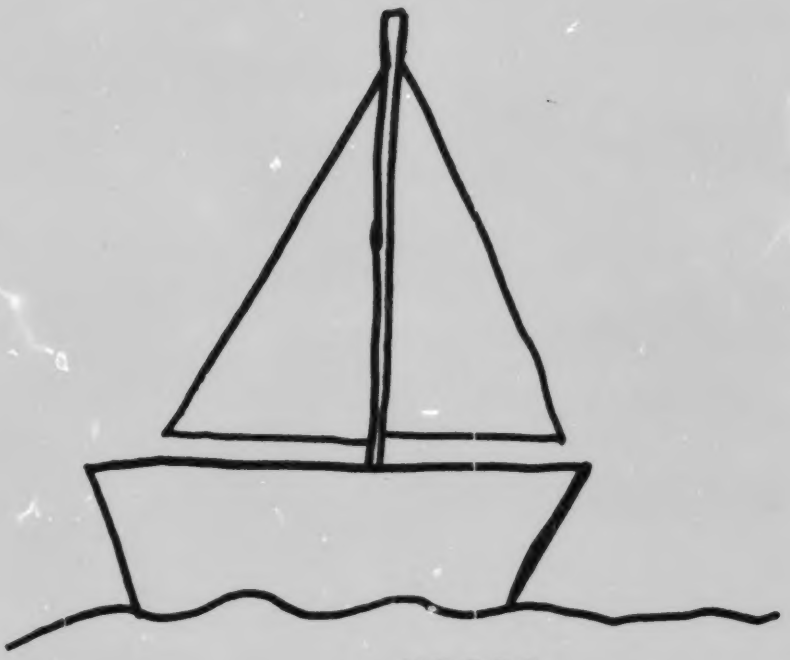
Grade _____

Teacher _____

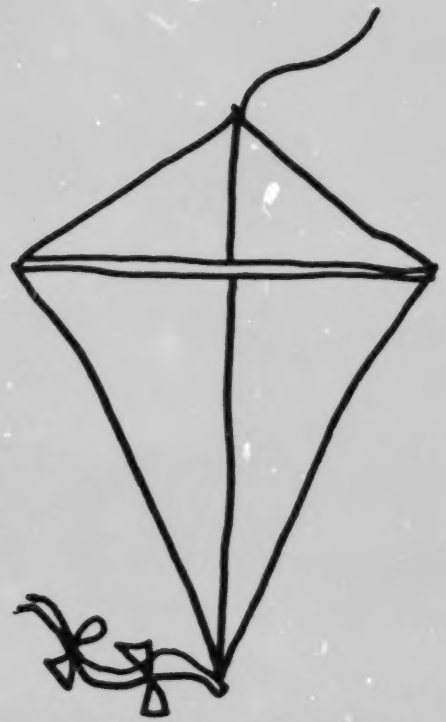
Date _____

TM 004 692

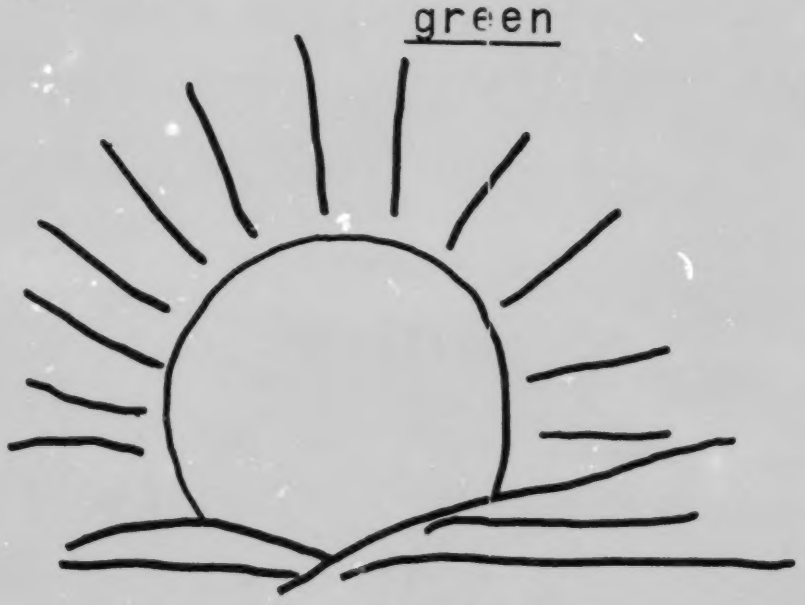
red



green



blue

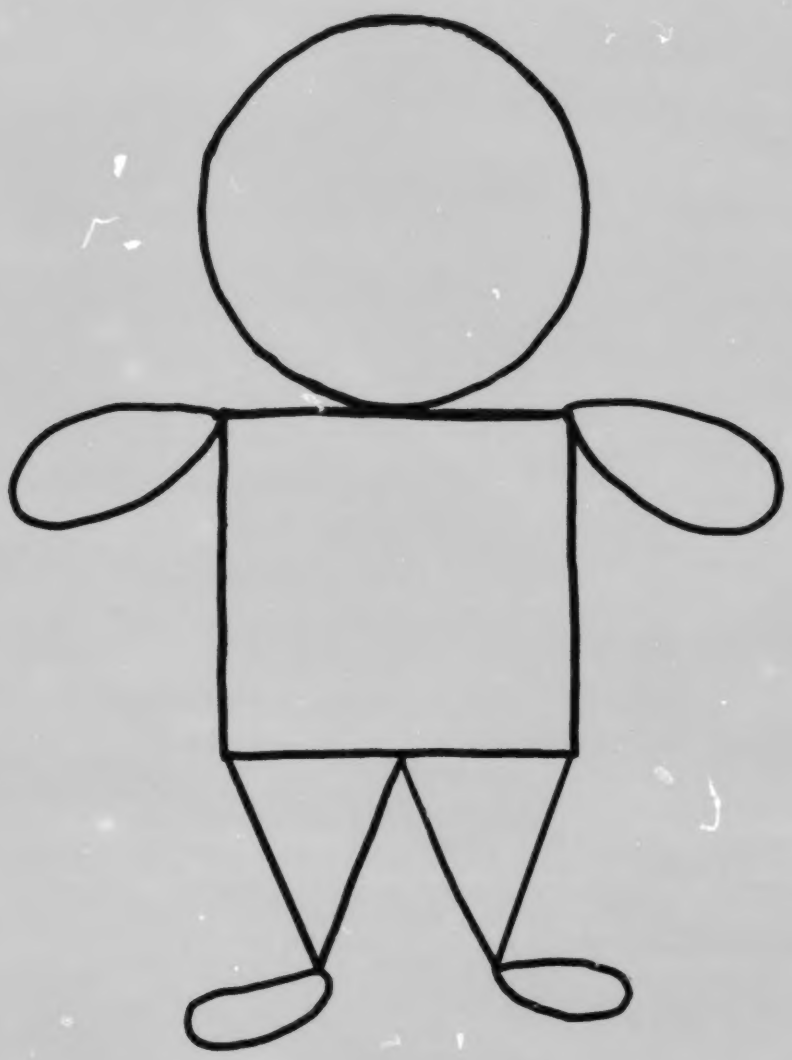


yellow

3

Number Correct _____
Possible Score 4

2 2. Shape Identification

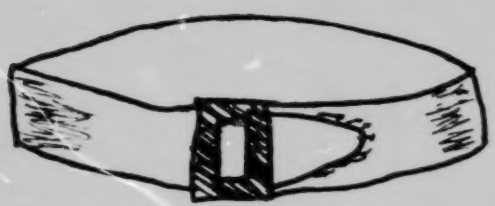


Number Correct _____
Possible Score 2

3. Size Concepts

0

0



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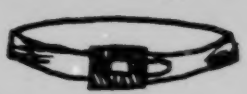

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Number Correct _____
Possible Score 2

4. Alphabet Recognition

A.	a	m	f	A	b
	0	0	0	0	0

1.	M	m	n	H	u
	0	0	0	0	0

2.	V	w	M	W	n
	0	0	0	0	0

3.	B	d	b	P	g
	0	0	0	0	0

Number Correct _____
Possible Score 3

A.

play	paly	yalp	play	ypal
	0	0	0	0

1.

stop	tops	pots	opts	stop
	0	0	0	0

2.

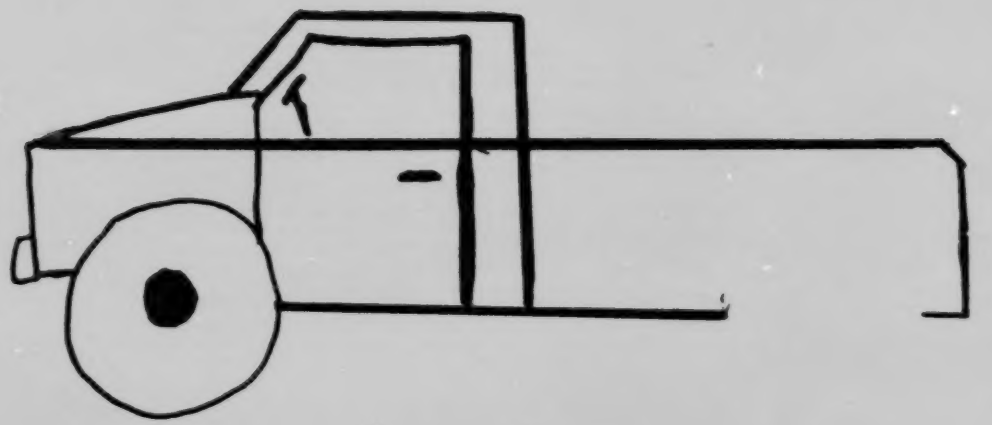
milk	klim	mkil	milk	limk
	0	0	0	0

3.

never	reven	never	veren	evern
	0	0	0	0

Number Correct _____
Possible Score 3

6. Missing Parts



8 Number Correct _____
Possible Score 2

A.	B.
O cake O eat O car	O dog O go O daddy

1.	2.
O bike O big O help	O children O child O fat

3.	4.
O store O street O corner	O work O came O wagon

7. Word Recognition (Continued)

5.

0 yes
0 yellow
0 will

6.

0 man
0 tree
0 may

7.

0 ball
0 balloon
0 here

8.

0 saw
0 make
0 soon

9.

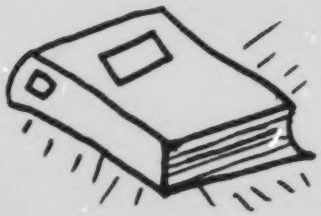
0 play
0 pet
0 went

10.

0 little
0 eat
0 look

Number Correct _____
Possible Score 10

A.

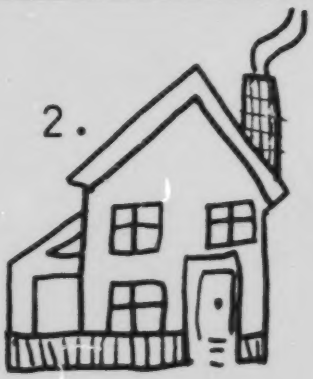


O book
O hat
O cage

1.

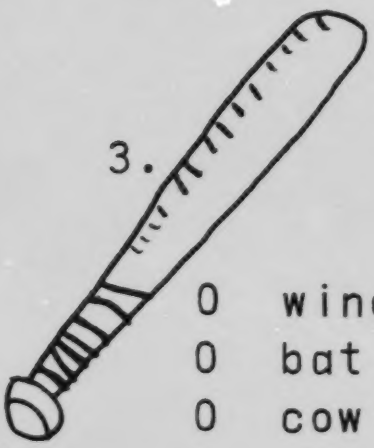
O ball
O dog
O feet

2.



O tree
O barn
O house

3.



O window
O bat
O cow

4.

O hat
O store
O baby

8. Word Meaning
(Continued)

5.

0 duck
0 run
0 dress

6.

0 cat
0 play
0 car

7.

0 bus
0 bed
0 pan

8.

0 top
0 girl
0 store

STOP

Number Correct _____
Possible Score 8

A.

toy	good	we
0	0	0

B.

saw	baby	yellow
0	0	0

1.

made	home	bus
0	0	0

2.

cake	dog	Jack
0	0	0

9. Initial Sounds
(Continued)

3.

box	run	happy
0	0	0

4.

car	know	went
0	0	0

5.

fast	help	book
0	0	0

6.

ducks	pony	little
0	0	0

9. Initial Sounds
(Continued)

7.

food	bird	nest
0	0	0

8.

sat	zoo	cage
0	0	0

9.

stop	show	what
0	0	0

10.

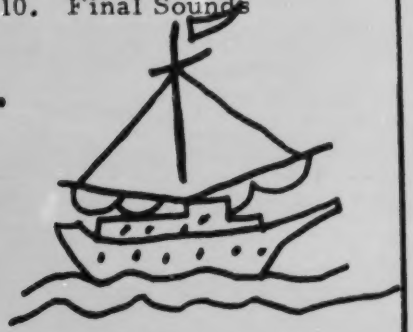
thing	chair	call
0	0	0

Number Correct _____
Possible Score 10

14

10. Final Sounds

A.



0

0

0

1.

0

0

0

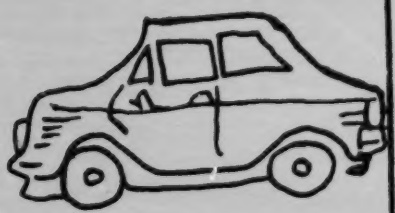
2.

0

0

0

3.



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0

0

10. Final Sounds
(Continued)

15

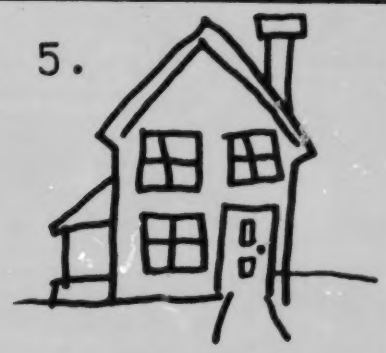
4.

0

0

0

5.



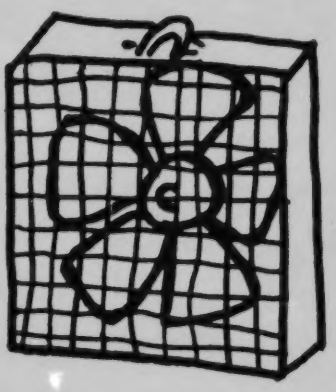
0

0

0

6.

0



0

0

7.

0

0

0

Number Correct _____
Possible Score 7

A.

O We help mother.

O Father rides the train.

O The boy can jump.

1.

O See the ball. It can go up and down.

O Here is Jack's pet. He looks funny.

2.

O See the house.

O The dog runs.

O Look at the ball.

3.

O I like to play.

O Daddy can ride.

O This is a
birthday cake.

4.

The man has a boat.

O He will paint the boat blue and red.

Mary has a new dress.

O I like my new green dress.

5.

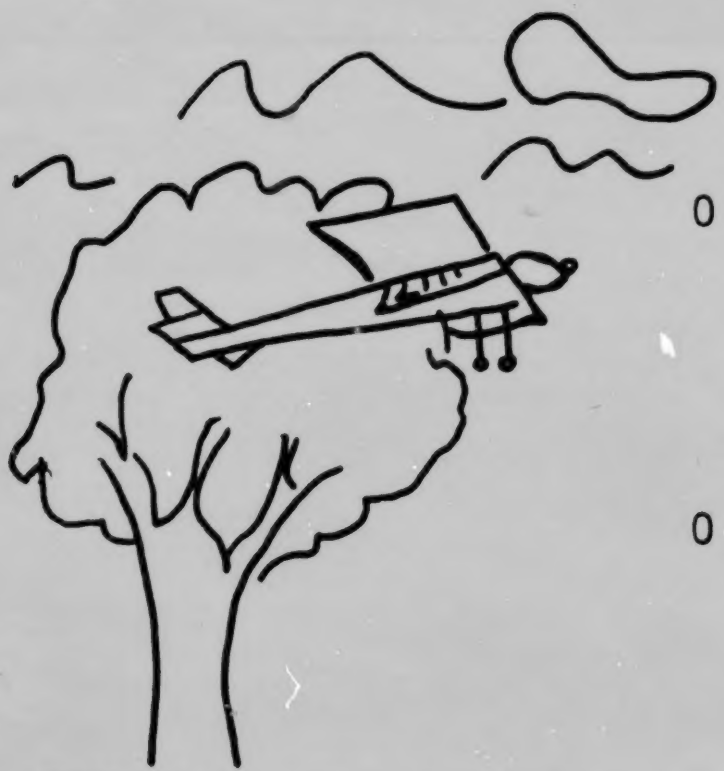
Mother said, "Tom

O the dog wants something to eat."

Ann has a pet cat.

O The little cat can run and play.

6.



Ted's airplane is lost.

O He can't find it.

Sue said, "Come here Ted. Your

O airplane is in the tree."

7.

Tim said, "What is this? I see

O a big box. Is there a surprise in it?"

"Yes," said father. "It is

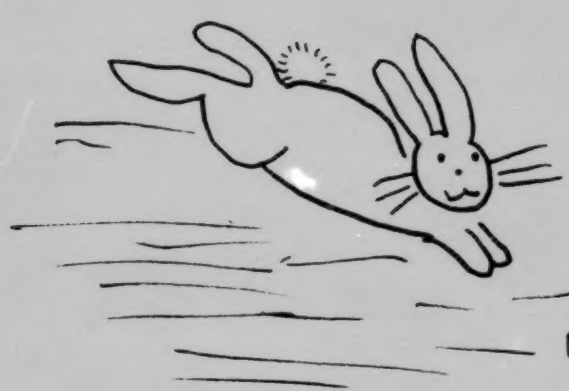
O something you will like. Can you guess what it is?

8.

Jack's dog is Blackie.
O Blackie can help.
He can help Jack work.

One day Jack threw
O the ball far away.
Blackie found the
ball by the doghouse.

9.



Mother rabbit said,
O "See here! You are a
baby rabbit. Rabbits
don't swim."

"Don't you want to hop?
O A baby rabbit can run
and jump and hop."

Number Correct _____
Possible Score 9

DPI Criterion-Referenced Screening Test

Level I

Directions for Administering Test

Test Prepared by - DPI Primary Reading
Central Office Staff

Joyce Zimpelmann, Director

TM 004 692

			Possible Score
	Perception		
Item 1	Color Recognition	page 1	4
Item 2	Shapes	page 2	2
Item 3	Sizes	page 3	2
Item 4	Alphabet	page 4	3
Item 5	Word Configuration	page 5	3
Item 6	Missing Parts	page 6	2
	Vocabulary		
Item 7	Word Recognition	pages 7 and 8	10
Item 8	Word Meaning	pages 9 and 10	8

STOP

	Word Analysis		
Item 9	Initial Sounds	pages 11, 12, 13	10
Item 10	Final Sounds	pages 14, 15	7
	Comprehension		
Item 11	Literal	pages 16, 17, 18 19, and 20	9
			60

DPI CRITERION-REFERENCED SCREENING TEST, LEVEL 1

Directions for Administering Test

A. Purpose

Diagnosis is basic to all intelligent teaching. Its function is to facilitate the optimum development of every pupil through planning and implementing learning experiences which will capitalize upon his strengths and interests and minimize his weakness.

Diagnosis is an identification of strengths and weaknesses based upon observable performance. The heart of diagnosis is an intelligent interpretation of facts that leads to prescription development geared to meeting each individual's needs. Diagnosis, then must precede prescription and is the foundation of solid, relevant instruction.

The three levels of diagnosis are: over-all screening, specific skills determination and intensive, causal delineation. It is with the first two areas that the DPI Criterion-referenced Screening Test is concerned.

The comprehensive achievement test given to the DPI pupils last year indicated that many of them had made great strides in their ability to read. This test gave us an approximate grade placement level as a point of reference. It does not, however, pinpoint the pupils' abilities and needs.

The DPI second and third graders passed many criterion-referenced skills tests-especially in the areas of perception and comprehension. We need an up-date, however, on the skills they have retained and internalized. We need to know where to start and what to emphasize skill-wise. The DPI Criterion-referenced Screening Test purports to do this.

This test was devised in the following manner: the major objectives delineated in the Revised Quad Manual were listed and the major skills areas within each objective noted. These skills areas were then summarized and over-lapping between sections indicated. At that point, survey test items were written for each skill area, i.e., basic sight words, consonant sounds and clusters, consonant and blends, vowel and dipthongs, etc.

The Student's Profile Sheet will indicate each pupil's strengths and weaknesses. The teacher will be able to use this summary to determine which skill clusters the pupil has mastered and which he needs additional instruction in.

The DPI Criterion-referenced Screening Test, Level 1, then, will serve as an interim measuring device for each child at the mid-point of the first year.

B. Administration Procedures

The DPI Criterion-referenced Screening Test may be administered to a group of children by the Reading Specialist or classroom teacher assisted by the monitoring technician. If the test is given to 15 children or more at a time, a second person should be with the tester in order to monitor the children making sure that they follow procedures correctly.

The test should be given in two morning sessions each lasting no longer than one-hour. The test should be done in less time than this but ample time should be given for pupils to respond.

Children should be seated so that they can easily hear the examiner and see the board. All test directions are to be read to the pupils but no further elaboration should be given unless specifically indicated. This is important since we are testing to see if the pupil has internalized the skill-if he understand the process.

The test vocabulary should present no problems since the words used are no higher than first grade level.

Follow the directions as they are itemized.

1. Color Recognition

Each pupil should have at least six crayons of different colors. Ask pupil to follow as you read the directions to them. Call attention to the four pictures. DO NOT READ THE NAMES OF THE COLORS. This is part of the test. Look at the pictures. Color the pictures as directed.

2. Shape Identification

Ask pupils to follow as you read the directions to them. Read the first direction. PAUSE BRIEFLY until the selection has been made. Now read the second direction. Allow a brief time for marking the shapes. Look at the picture of the man. Put the number 1 inside of the circle. Put the number 2 inside of the square.

3. Size Concepts

Ask pupils to follow as you read the directions to them. Call attention to the first picture. Read the first direction. PAUSE BRIEFLY until the selection has been made. Read the second direction. Allow a brief time for marking the answer. Discourage random guessing. Fill in the space under the bigger cat. Now fill in the space under the thinner belt.

4. Alphabet Recognition

Preparation: Write item A on the chalkboard.

A.	a	m	f	A	b
	o	o	o	o	o

Directions: Instruct the children to look at page 4 and follow as you read the directions to them. Call attention to the row of letters in sample A. Have the pupils to fill in the space under the two letters in the row that have the same name. (Fill in the space under the letters a and A on the chalkboard.)

(Make certain by observing the children's work that the directions are understood.) Then continue by instructing them to do the next three rows as they did the example.

5. Word Configuration

Preparation: Write item A on the chalkboard.

A.	play	paly	yalp	play	ypal
		o	o	o	o

Directions: Instruct the children to look at page 5 and follow as you read the directions to them. Call attention to the word play on the chalkboard. (Have the children to look at the word play in their booklets.) Ask the children to look at the four words that follow it and fill in the space under the word that is identical. (Fill in the space under the word play on the chalkboard.)

(Make certain by observing the children's work that the directions are understood.) Then continue by instructing them to do the next three rows as they did the example.

6. Part-Whole Relationships

Directions: Instruct the children to turn to page 6 and follow as you read the directions to them. Call attention to the two pictures. Have the children look at each picture and draw the part of the picture that is missing.

7. Word Recognition

Preparation: Write items A and B on the chalkboard before starting the test .

A.	o	cake	B.	o	dog
	o	eat		o	go
	o	car		o	daddy

Open your books to page 7.

Directons: Find the letter A at the top of the page and look at the three words in that box. Find the word CAKE. Fill in the space in front of the word CAKE. Now find the letter B and look at the three words in that box. Find the word DOG. Fill in the space in front of the word DOG.

(Make certain by oberserving the children s work that the directions are understood. Then continue by saying the words listed below. Use the directions as in the example saying each word twice.)

1. help	2. children
3. store	4. came

Turn the page

5. will	6. tree
7. balloon	8. saw
9. went	10. eat

8. Word Meaning

Directions: Open your booklet to page 9. Find the letter A at the top of the page and look at the picture in A. What is the picture in example A. That's right, it is a book. Look at the three words **under** the picture. The words are book, hat, cage. Fill in the space in front of the word that names the picture.

(Make certain by observing the children's work that the directions are understood. Then continue by saying to the children.) Look at the picture in number 1 and the three words written under it. Fill in the space in front of the word that names the picture. Continue in the same manner with each item. (Do not name the picture and do not read the words.)

Make certain that the children complete each of the 8 items. Items 5-8 are on page 10.)

STOP HERE END OF FIRST SESSON

9. Initial Sounds

Preparation: Write items A and B on the chalkboard before starting the test.

Directions: Open your books to page 11. Find A. Place your marker under the words in that row. (Check to see that the children have their markers under the correct row.) Listen as I read the three words in this row: toy, good, we. Now find the word that has the same beginning sound as the word TOP. (Pause) The word is TOY. Toy has the same beginning sound as top so fill in the space under toy. (Fill in the space under the word toy on the chalkboard.) Now move your markers down below the row of words in example B. (Read the three words to the children.) Find the word that has the same beginning sound as the word ball. Fill in the space under the word that has the same beginning sound as ball. (Fill in the space

under baby on the chalkboard.) (Before continuing make certain by observing the children's work that the directions are understood. Then continue with the rest of the test, using the words listed below. Say each word twice as in the examples, but do not read the words in the test booklet and do not give the answers. Make certain that the children complete each of the 10 items. Items 3-6 are on page 12 and items 7-10 are on page 13.)

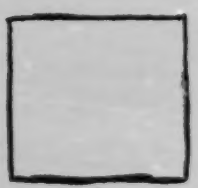
1. mother
2. jump
3. help
4. we
5. funny
6. pocket
7. new
8. see
9. she
10. children

10. Final Sounds

Directions: Open your booklets to page 14. Find the letter A at the top of the page, and look at the three pictures on that row. The three pictures are boat, coat, ball. Which picture names sound alike at the end? Yes, boat and coat. BE SURE THAT THE CHILDREN FILL IN BOTH SPACES. Make certain by observing the children's work tha the directions are understood. Then continue by telling the children to look at the three pictures in number 1 and to fill in the space below the two pictures whose names sound alike at the end. Continue with each item 1-7. (Be sure that the children understand that items 4-7 are on page 15)

11. Literal Comprehension

Preparation: Before starting the test, write item A on the chalkboard without the picture but with the box.

A. 

O We help mother.
O Father rides the train
O The boy can jump.

Directions: Open your booklet to page 16. (Check to see that the children have turned to the correct page.) Put your marker under the first picture. (Point to the correct place in a test booklet.) Look at the picture, then read the three sentences beside it to yourselves. (Pause) Find the one that tells about the picture. (Pause) Fill in the space in front of the sentence that tells about the picture.
Let's look at the sentences together. WE HELP MOTHER. FATHER RIDES THE TRAIN. THE BOY CAN JUMP. The answer is THE BOY CAN JUMP. Fill in the space in front of THE BOY CAN JUMP. (Fill in the space on the chalkboard.) (Make certain that the children complete each of the nine items which will complete the test. Check throughout the test to see that the children are doing all of the pages.)

PREPARE in DUPLICATE
Send Duplicate to DPI Director

Student's Profile

A. Tally Sheet

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

Item No.		Possible Score	Pupil's Score
	Perception		
1.	Color Recognition	4	
2.	Shape Identification	2	
3.	Size Concepts	2	
4.	Alphabet Recognition	3	
5.	Word Configuration	3	
6.	Part-Whole Relationships	2	
		16	
	Vocabulary		
7.	Word Recognition	10	
8.	Word Meaning	8	
		18	
	Word Analysis		
9.	Initial Sounds	10	
10.	Final Sounds	7	
		17	
	Comprehension		
11.	Literal	9	
		9	

Skills Summary

	Possible Score	Pupil's Score
Perception	16	
Vocabulary	18	
Word Analysis	17	
Comprehension	9	
Total	60	

Answer Key - - DPI Criterion-referenced Screening Test - - Level 1

1. apple - red
   boat - green
   kite - blue
   sun - yellow

2.

3. bigger cat
   thinner belt

4. 1) Mm
   2) wW
   3) Bb

5. 1) stop
   2) milk
   3) never

6. the clown - ear
   the truck - wheel

7.
1)	help	6)	tree
2)	children	7)	balloon
3)	store	8)	saw
4)	came	9)	went
5)	will	10)	eat

8.
1)	ball	5)	duck
2)	house	6)	car
3)	bat	7)	bed
4)	hat	8)	top

9.
1)	made	6)	pony
2)	Jack	7)	nest
3)	happy	8)	sat
4)	went	9)	show
5)	fast	10)	chair

10. 1) cake - rake
    2) hat - cat
    3) car - star
    4) fire - tire
    5) house - mouse
    6) man - fan
    7) duck - truck

11. 1) Here is Jack's pet. He looks funny.
    2) See the house.
    3) This is a birthday cake.
    4) Mary has a new dress. I like my new dress.
    5) Mother said, "Tom the dog wants something to eat."
    6) Sue said, "Come here Ted. Your airplane is in the tree."
    7) Tim said, "What is this? I see a big box. Is there a surprise in it?"
    8) One day Jack threw the ball far away. Blackie found the ball by the doghouse.
    9) "Don't you want to hop? A baby rabbit can run and jump and hop."

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level II

Student's Name _____

I.D. Number _____

School _____

Grade _____

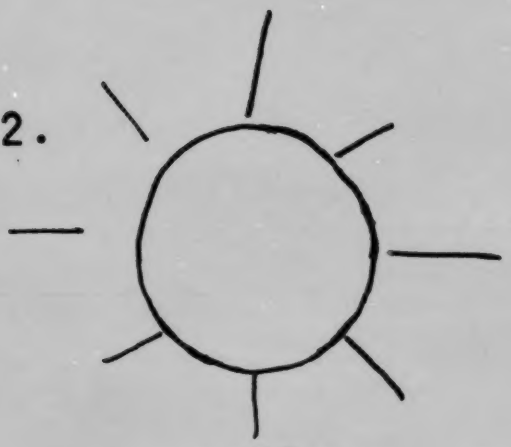
Teacher _____

Date _____

TM 004 692

1.

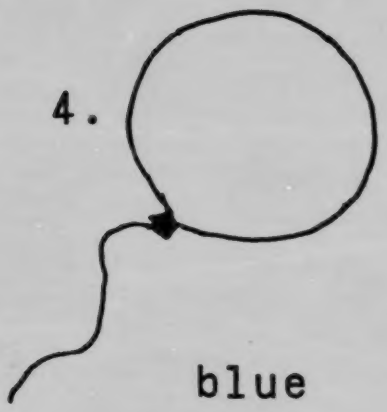
red

2. 

yellow

3.

green

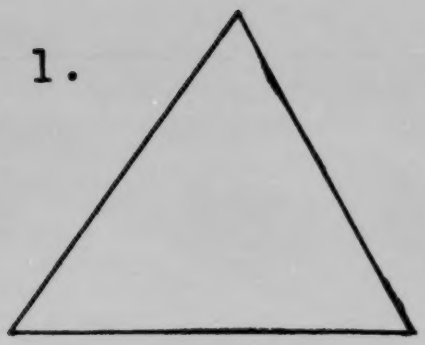
4. 

blue

1 Color

Number Correct ____
Possible Score: 4

2

1. 

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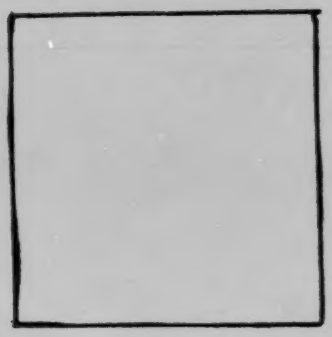
2. 

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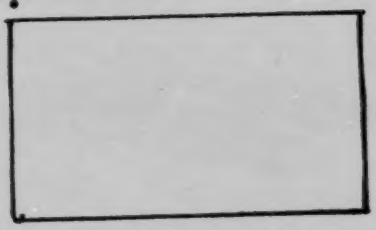
3. 

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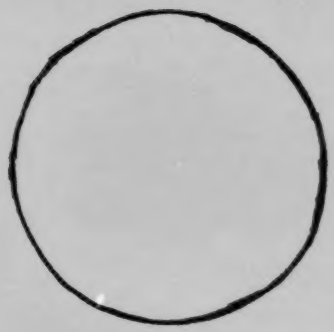
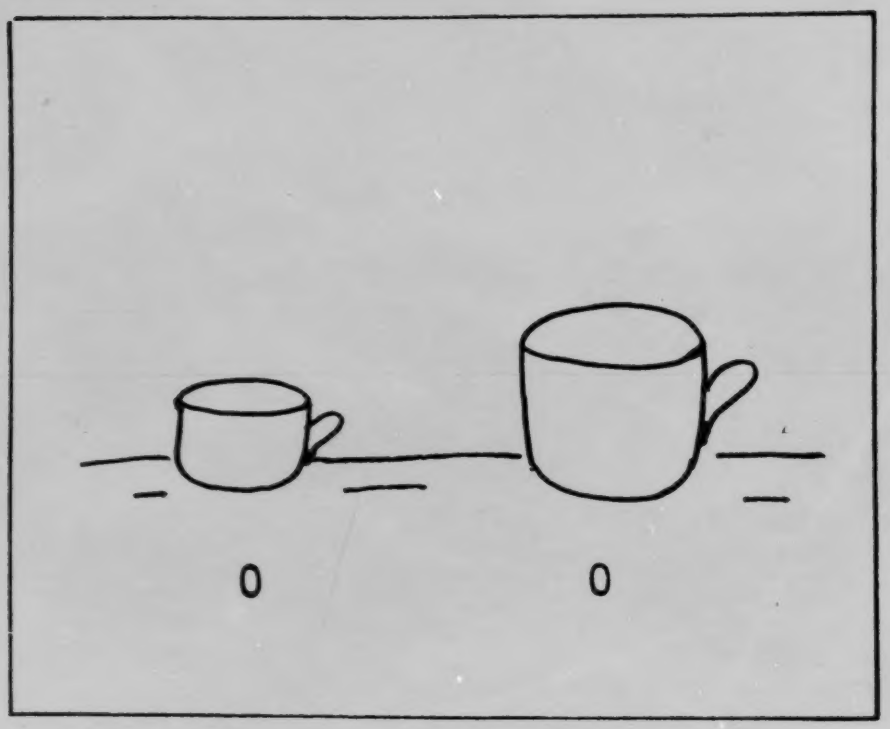
4. 

0

2. Shape

Number Correct _____
Possible Score: 2



3. Size

Number Correct _____
Possible Score: 2

1.

O	c	R	C	K
O	O	O	O	O

2.

S	M	v	t	m
O	O	O	O	O

3.

G	d	y	g	f
O	O	O	O	O

4.

L	D	b	u	B
O	O	O	O	O

4. Alphabet

Number Correct ____
Possible Score: 4

1.

lost	tsol	stol	lost	olts
	0	0	0	0

2.

girl	lirg	girl	gril	rlig
	0	0	0	0

3.

rain	airn	iran	nair	rain
	0	0	0	0

5. Configurations

Number Correct _____
Possible Score: 3

6

6. Part/whole

Number Correct _____
Possible Score: 2

1.

Dogs are

- 0 good pets
- 0 funny fish

2.

The boy played

- 0 in the fire
- 0 with the balloon

7. Phrase sequence

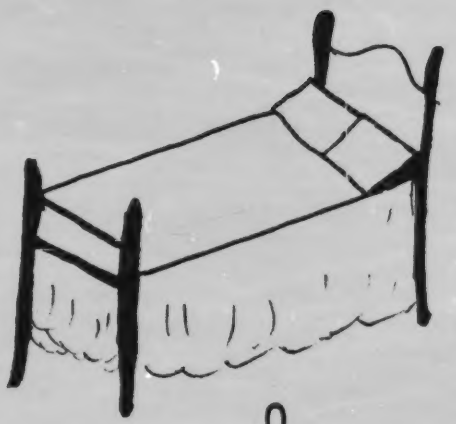
Number Correct____
Possible Score: 2

8.

0

0

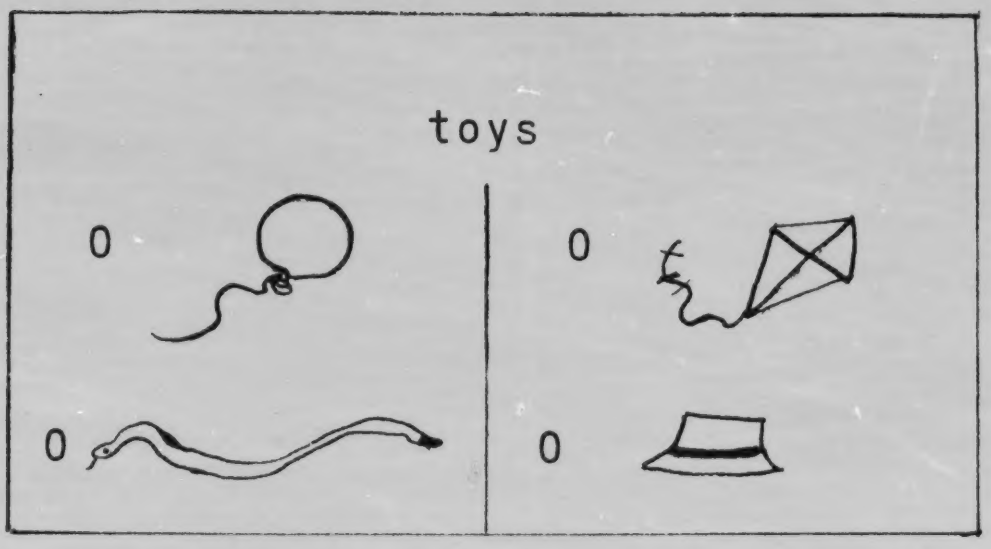
0

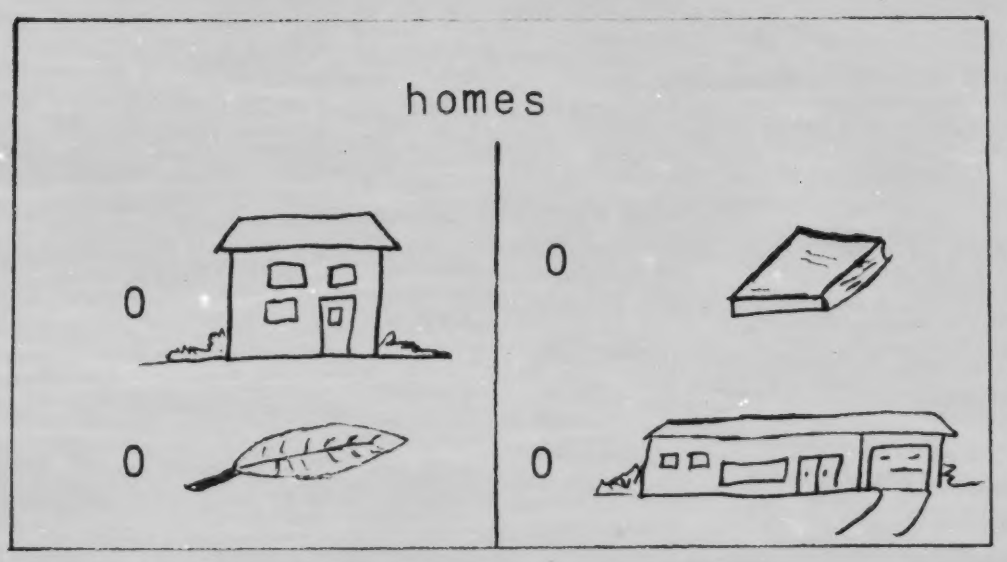


0

8. Sound/symbol

Number Correct_____
Possible Score· 1

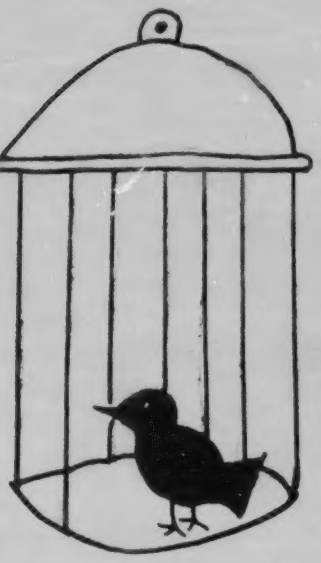




9. Picture/ word clues

Number Correct ____
Possible Score: 4

10

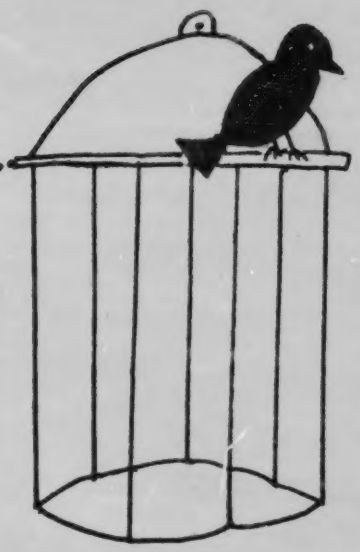
1. 

0 by the cage

0 over the cage

0 in the cage

---

2. 

0 off the cage

0 on the cage

0 under the cage

Number Correct _____
Possible Score: 2

1. She read the red book.
   0 0 0 0 0

2. Tom may be looking for the bee.
   0 0 0 0 0 0 0

11 Homonyms

Number Correct _____
Possible Score: 2

1. The cake is <u>small</u>.
   0 yellow
   0 little

2. Betty ran to the <u>shop</u>.
   0 store
   0 horse

12. Synonyms

Number Correct ____
Possible Score: 2

12

1.	go	0	stop
		0	who
2.	he	0	let
		0	she
3.	run	0	with
		0	walk

13 Antonyms

Number Correct____
Possible Score: 3

1.	Bob ____ ball.	0	playing
		0	plays
2.	It ____ this morning.	0	rain
		0	rained
3.	The ____ are playing.	0	rabbits
		0	rabbit

14. Inflectional endings

Number Correct ___
Possible Score: 3

1. The goat was <u>unkind</u> to the dog.

   0 not kind
   0 Kindness

---

2. Ben was <u>unhappy</u> about the game.

   0 glad
   0 not happy

---

3. Ted was <u>impolite</u> to his sister.

   0 pleasing
   0 not polite

14

1. The baby is <u>sleepy</u>.

O ready to sleep
O can't sleep

---

2. Walk <u>slowly</u> down the steps.

O not slow
O in a slow way

---

3. They saw the <u>painter</u> eating cake.

O someone who paints
O a man working

16. Suffixes

Number Correct ____
Possible Score: 3

1. Ed helped with the housework.
   0 0 0 0 0

2. She wants a yellow raincoat.
   0 0 0 0 0

17. Compound words

Number Correct ____
Possible Score: 2

---

1. ____ can catch a ball.

   0 Her 0 She 0 Our

2. They got a prize for___picture.

   0 them 0 him 0 their

18. Pronouns

Number Correct ____
Possible Score: 2

16

A kitten can have fun playing with many things. Ann saw her pet kitten looking at something. Then she saw the kitten run to a little round looking thing. It was hard to see in the grass. Ann went to see what it was. There was a turtle!

---

1. The kitten played with

   O the grass

   O the turtle

---

2. Ann's pet was

   O a round thing

   O a kitten

19. Details

Number Correct ____
Possible Score: 2

1	2.	3.
boy girl baby	blue red yellow	cake fish peanut
0 children 0 toys 0 colors 0 food	0 children 0 toys 0 colors 0 food	0 children 0 toys 0 colors 0 food

20. Categories

Number Correct _____
Possible Score: 3

_____ She took off her dress and shoes.

_____ Then she went to sleep.

_____ Betty came home from school.

21. Sequence

Number Correct ____
Possible Score: 1

18

GOING TO THE ZOO

Nancy went to the zoo. Before she went she worked for some money. Many friends gave a penny for the cakes she had to sell. She helped her sister paint a bike. Then she helped her mother make a dress.

Nancy got peanuts with some of her money. It was fun for her to give peanuts to the animals.

---

1. Before Nancy went to the zoo
   - 0 she had a bike
   - 0 she worked for money
   - 0 she found a penny

2. After she had some money
   - 0 she made a cake
   - 0 she had fun with a bike
   - 0 she got some peanuts

Number Correct _____
Possible Score: 2

22. Sequence

1. Judy was so cold she

   0 put on her coat

   0 went to a picnic

---

2. The dog barked when he

   0 went to sleep

   0 saw a cat

---

3. She laughed when she saw the

   0 funny show

   0 baby cry

23. Cause/effect

Number Correct _____
Possible Score: 3

20

A BIRD

Jim watched the bird go up into the tree. He had something. He was going to make a home. The bird looked all around. Then he went up, up to the top of the tree. It was hard to see where the bird was building his nest.

o The birds fly away

o The bird looked at his nest

o The bird was making a home.

24. Main idea

Number Correct _____
Possible Score: 1

CARS

We like to ride in cars. We ride to work in them. We ride in them for fun. Many men work to make them. They paint them many colors. We like good, beautiful cars.

O Riding in Cars

O Funny Cars

O Using Cars for Fun and Work

25. Summarizing

Number Correct____
Possible Score: 1

22

1.	2.	3.
jump 0 funny 0	coat 0 walk 0	morning 0 build 0

26. Basic Action Words

Number Correct _____
Possible Score: 3

1.	the big ball 0 0 0
2.	the green grass 0 0 0
3.	the happy girl 0 0 0

27. Descriptive Words

Number Correct _____
Possible Score: 3

1. How do rockets go?

Rockets go very fast
0 0 0 0

---

2. Where did Bill see a turtle?

Bill saw a turtle at the zoo.
0 0 0 0 0 0 0

28. When, what, where, how phrases

Number Correct____
Possible Score: 2

m / 0	f / 0	st / 0	sh / 0	br / 0
b / 0	r / 0	sh / 0	ch / 0	gr / 0
k / 0	c / 0	th / 0	wh / 0	tr / 0

29. Initial consonants

Number Correct _____
Possible Score: 5

t / 0	s / 0	th / 0	wh / 0	wh / 0
n / 0	l / 0	ck / 0	nd / 0	ch / 0
k / 0	d / 0	st / 0	ck / 0	th / 0

30 Final consonants

Number Correct _____
Possible Score: 5

1.	go	L 0	S 0
2.	train	L 0	S 0
3.	pet	L 0	S 0
4.	up	L 0	S 0
5.	ride	L 0	S 0

31. Long/short vowels

Number Correct ____
Possible Score: 5

1.	cow	show 0	now 0	two 0
2.	new	now 0	next 0	blue 0
3.	out	house 0	one 0	you 0
4.	hair	train 0	her 0	pair 0

32. Dipthongs, "R" vowels, digraphs

Number Correct ____
Possible Score: 4

1.	it's	0	it was
		0	it is
2.	can't	0	can not
		0	am not

33. Contractions

Number Correct ____
Possible Score: 2

1.	bike	b	i	k	e
		0	0	0	0
2.	boat	b	o	a	t
		0	0	0	0
3.	play	p	l	a	y
		0	0	0	0

34. Consonant, vowel irregularities

60

Number Correct ____
Possible Score: 3

color day balloon animal egg	animal day balloon color egg	balloon color day animal egg	animal balloon color day egg
	0	0	0

35. Alphabetical order

Number Correct _____
Possible Score: 1

My Birthday Cake 7
A Funny Ride 12
Goat in a Cage 18
The Yellow Bike 24
The Dog Show 29

1. On what page does the story <u>A Funny Ride</u> begin? _____

2. What is the name of the story that begins on page 24?

_____

36. Table of contents

Number Correct _____
Possible Score: 2

1. play —— a show

   0 The children gave a <u>play</u>.

   0 The children will <u>play</u> ball.

2. saw —— to have seen something

   0 Ken will <u>saw</u> the tree down.

   0 Ken <u>saw</u> the airplane.

3. store —— to put something away

   0 Betty went to the <u>store</u>.

   0 Betty will <u>store</u> the cake in the box.

37. Word meanings/glossary

Number Correct ____
Possible Score : 3

1.

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

You would look at this to find:

O the day of the week

O something new

O a game to play

2.

You would look in this to find:

O some money

O a good story

O someone's picture

38. Reference source

Number Correct _____
Possible Score: 2

END OF TEST

DPI Criterion-Referenced Screening Test

Levels II and III

Directions for Administering Test

Test Prepared by: Irene Reynolds
Virginia Williams

Curriculum Specialists

TM 004 692

DPI CRITERION-REFERENCED SCREENING TEST, LEVELS II and III

Directions for Administering Test

A. Purpose

Diagnosis is basic to all effective teaching. Its function is to facilitate the optimum development of every pupil through planning and implementing learning experiences which will capitalize upon his strengths and interests and minimize his weaknesses.

Diagnosis is an identification of strengths and weaknesses based upon observable performance. The heart of diagnosis is an intelligent interpretation of facts that leads to prescription development geared to meeting each individual's needs. Diagnosis, then, must precede prescription and is the foundation of solid, relevant instruction.

The three levels of diagnosis are: over-all screening, specific diagnosis, and intensive diagnosis. It is with the first two areas that the DPI Criterion-referenced Screening Test is concerned.

The comprehensive achievement test given each year indicates that many students make great strides in their ability to read. This test gives us an approximate grade placement level as a point of reference. It does not, however, pinpoint the student's abilities and needs. We need to know where to start and what skills to emphasize. The DPI Criterion-referenced Screening Test purports to do this.

This test was devised in the following manner: the major objectives outlined in the Revised Quad Manual were listed and the major skills areas within each objective noted. These skills areas were then summarized and over-lapping between sections indicated. At that point, survey test items were written for each skill area, i.e., basic sight words, consonant sounds and clusters, consonant and blends, vowel and diphthongs, etc.

The Student's Profile Sheet will indicate each pupil's strengths and weaknesses. The teacher will be able to use this summary to determine which skill clusters the pupil has mastered and which he needs additional instruction in.

The DPI Criterion-referenced Screening Test, then, indicates a starting point for each child at the beginning of the year.

B. Administration Procedures

The DPI Criterion-referenced Screening Test may be administered to a group of children by the reading specialist or classroom teacher assisted by the monitoring technician. If the test is given to 15 or more children at a time, a second person should be with the tester in order to monitor the children making sure that they follow procedures correctly.

The test should be given in two morning sessions each lasting no longer than one-hour. The test can be done in less time than this but ample time should be given for all pupils to respond.

Children should be seated so that they can easily hear the examiner and see the board. Desks should be arranged so the children cannot see another child's work. All test directions are to be read to the pupils but no further elaboration should be given unless specifically indicated. This is important since we are testing to see if the pupil has internalized the skill-- if he understands the process.

The vocabulary should present no problems since a majority of words used are no higher than second grade level and many are at first grade level.

Administering the Test

GIVE OUT THE TEST BOOKLETS

READ ALOUD ALL DIRECTIONS PRINTED WITHIN THE BOXES. FOR SOME ITEMS THE DIRECTIONS WILL DIFFER FOR LEVEL II AND LEVEL III.

1. Color Recognition

Each pupil should have at least eight crayons for the basic colors. Call attention to the four pictures. DO NOT READ THE NAMES OF THE COLORS. This is part of the test.

DIRECTIONS

> Look at the pictures. Color the pictures the color the words tell you.

2. Shape Identification

Read the first direction. PAUSE BRIEFLY until the selection has been made. Now read the second direction. Allow a brief time for marking the shapes.

DIRECTIONS

> Look at these four shapes. 1) Fill in the space under the circle. (PAUSE) 2) Fill in the space under the triangle.

3. Size Concepts

Call attention to the first picture. Read the first direction. PAUSE BRIEFLY until the selection has been made. Read the second direction. Allow a brief time for marking the answer. Discourage random guessing.

DIRECTIONS

> Look at the first box. Fill in the space under (Level II) THE BIGGER CUP: (Level III) THE TALLER VASE.
> Now look at the second box. Fill in the space under (Level II) THE SMALLER HOUSE: (Level III) THE THINNER PENCIL.

4. Alphabet Recognition

Call attention to the first row of letters. Instruct the pupils to fill in the space under the two letters in row one that have the same name. Then direct them to do the next rows as they did row one.

DIRECTIONS

> Look at each row of letters. Fill in the space under the two letters in row one that have the same name. Fill in the spaces under the two letters in the other rows that have the same name.

5. Word Configurations

Call attention to the first word in row one. Ask the children to look at the four words that follow it and fill in the space under the word that is identical. Instruct them to do the next two rows as they did the first one.

DIRECTIONS

> Look at each row of words in the boxes. Fill in the space under the word in each row that is exactly like the first word in the row.

6. Part-Whole Relationships

Call attention to the two pictures. Allow time for pupils to fill in the missing part.

DIRECTIONS

> Look at each picture. Draw the part of the picture that is missing.

7. Phrase Sequencing

Put this example on the board and help pupils determine the correct selection. Emphasize that the two phrases that go together must make a sensible sentence.

Ben is
- ● a little boy.
- 0 hides nuts.

DIRECTIONS

> Look at the phrase for number 1. Fill in the space by one of the two phrases by number 1 that makes it a good sentence. Then look at the phrase for number 2. Fill in space by one of the two phrases by number 2 that makes it a good sentence.

8. Sound-symbol Relationships

DO NOT NAME THE PICTURES. The pupils are expected to do this independently and determine which one is different.

DIRECTIONS

> Look at each picture. Fill in the space under the picture that does not begin with the same sound as the other pictures.

9. Picture-word Clues

DO NOT TELL THEM THE KEY WORDS OR IDENTIFY THE PICTURES.

DIRECTIONS

> Read each word to yourself. Then look at the pictures. Fill in the space by the two pictures that stands for that word,

10. Recognition of Prepositional Phrases

Call attention to the phrases by the pictures. DO NOT READ THE PHRASES.

DIRECTIONS

> Look at each picture. Read the phrases by each picture. Fill in the space by the phrase that tells about the pictures.

11. Homonyms

Put this example on the board and explain it.

Jane knew her mother would like her new dress.
0 ● 0 0 0 0 0 ● 0

DIRECTIONS

> Fill in the space under the two words in each sentence that sound alike but have different meanings.

12. Synonyms

DO NOT READ THE TEST SENTENCES TO THE PUPILS.

DIRECTIONS

> Read each sentence. Find a word by the sentence that means the same as the underlined word in the sentences. Fill in the space by the word.

13. Antonyms

Put this example of opposites on the chalkboard and tell the students that these words are opposite in meaning.

Antonyms (cont.)

Example: up down

DO NOT READ THE WORDS

DIRECTIONS

> Look at the words in the first column. Find a word in the second column that is the opposite of each word in the first column. Fill in the space by the word that is the opposite for the word in the first column.

14. Recogniton of Inflectional Endings in Sentence Context

Point out the sentence and word choices. DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

> Read each sentence with a missing word. Fill in the space by the word after the sentence that goes in the blank.

15. Determining Meaning of Prefixes Used in Sentence.

DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

> Read each sentence. Fill in the space by the phrase that tells what the underlined word means.

16. Determining the Meaning of Suffixes Used in Sentence Context

DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

> Read each sentence. Fill in the space by the phrases that tells what the underlined word means.

17. Finding Compound Words in Sentence Context

Explain the direction "draw a line between" and illustrate it on the board with this example:

The post/man brought the letter.
0 ● 0 0 0

DO NOT READ THE SENTENCES TO THE CHILDREN.

DIRECTIONS

> Read each sentence. Find the compound word in each sentence. Fill in the space under the compound word. Draw a line between the two little words that make the compound word.

18. Recognition of Pronouns

DO NOT READ THE SENTENCES TO THE CHILDREN.

DIRECTIONS

> Read each sentence. Fill in the space by the word that makes a good or correct sentence.

19. Finding Details in Paragraph

This is the first story paragraph the pupils have been required to read. Encourage them to read it carefully before completing the exercise. DO NOT TELL THEM ANY WORDS OR READ THE SENTENCES TO THEM.

DIRECTIONS

> Read this story to yourself. Then read the sentences under the story. Fill in the space by the phrase that finishes the sentence and tells about the story.

20. Placing Words in Categories

The following words are to be put on the chalkboard, arranged in the format used in the test booklet:

bed	chair	table	(furniture)
man	woman	boy	(people)

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

> Look at each row of words. The three words in each row are alike in some way. How are they alike?
> Level II- Look at the words in each row. Fill in the space by the one word that tells what the three words in that row are.
> Level III - Look at the words that are underlined at the top. Find a word that tells what the three words in each row are. Write the number for that word on the blank by the row of words.

21. Arranging Sentences (Events) in Sequence

Call the pupils attention to the three sentences. Review the meaning of the concepts first - next - last. DO NOT READ THE SENTENCES TO THE PUPILS.

DIRECTIONS

> Look at these three sentences. Which one happened first? Put a 1 beside it. Which one happened next. Put a 2 beside it. Put a 3 beside the one that happened last.

22. Arranging Story Events in Sequence

Remind the pupils to read the story carefully before answering the questions. DO NOT READ THE PARAGRAPH OR THE SENTENCES TO THE PUPILS.

DIRECTIONS

> Read this story.
> LEVEL II - Then finish the sentences about the story by filling in the space by the phrase that makes the sentence true.
> LEVEL III - Then answer the questions about the story by filling in the space by the phrase that is the right answer.

23. Cause and Effect Relationships

DO NOT READ THE SENTENCES TO THE PUPILS

DIRECTIONS

> Look at these sentences. Fill in the space by the phrase that is the best one to make the sentence a good sentence.

24. Main Idea of A Story

Explain the term "main idea" - what the story is about, the important thing that happened. DO NOT READ THE STORY OR SENTENCES TO THEM.

DIRECTIONS

> Read this story. Fill in the space by the one sentence that tells best what the story is about.

25. Summarizing

Explain the term "summarize" - - means what the whole story is about.

DIRECTIONS

> Read this story. Fill in the space by the two ideas that tells best what the whole story is about.

STOP HERE

END OF FIRST SESSION

SECOND SESSION

Give out tests. Have pupils turn to page 22, Item 26. Be sure each pupil has marking pencils available.

26. Recognition of Basic Action Words

DO NOT READ THE WORDS TO THE PUPILS

DIRECTIONS

> Fill in the space under the one word in each box that is an action word - - a word that tells about an action.

27. Recognition of Descriptive Sight Words

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

> Read each phrase. Fill in the space under each phrase that tells what kind, about the thing or person in the phrase.

28. Recognition of When, What, Where, How Phrases

Discuss briefly the meaning of the terms - when, what, where, and how by giving these examples orally.

Example:

1. Where did John go?
   John went to school.
   0 0 ● ●

2. How did the car go?
   The car went too fast.
   0 0 0 ● ●

DO NOT READ THE TEST TO THE PUPILS.

DIRECTIONS

> Read each question and the sentence that follows it. Fill in the space under the words in the sentence that answer the question.

29. Identifying Initial Consonants, Blends, Digraphs

Emphasize the concept "beginning sound" by giving the following examples:

a) Hold up a picture of a familiar object that begins with a single consonant (book, toy, doll, etc.)

Say: This is picture of a _____. The word _____ begins with the _____sound.

b) Do a second example using a picture word that begins with a consonant blend (dress, flower, clown, etc.)

Say: This is a picture of a _____. The word _____ begins with the _____blend. Say the names of the pictures.

DIRECTIONS

> Listen as I say the name of each picture. Fill in the space (Level II) under; (Level III) by the letter or letters that stand for the sound with which the names of each picture begins.

30. Identifying Final Consonants, Blends, Digraphs

Emphasize the concept "ending sound" by giving the following examples:

a) Hold up a picture of a familar object that ends with a single consonant (dog, cat, man)

Say: This is a picture of a _____. The word_____ ends with the_____sound.

b) Hold up a second picture that is an illustration of a blend or digraph (bank, dish, peach, etc.)

Say: This is picture of a _____. The word _____ ends with the _____blend or digraph. Say the names of the pictures.

DIRECTIONS

> Listen as I say the name of each picture. Fill in the space (Level II) under; (Level III) by the letter or letters that stand for the sound with which the name of each picture ends.

31. Distinguishing Between Long and Short Vowel Sounds

The term "long sound": may be explained by recalling that the vowel says its name. Use these examples:

bake - - The a is long. It says its name.

bed - - The e is short. It does not say its name.

READ THE WORDS TO THE PUPILS

DIRECTIONS

> Listen to each of these words. If you hear a long vowel sound, fill in the space under the L by the word. If you hear a short vowel sound, fill in the space under the S by the word.

32. Identifying Dipthongs and "r" Controlled Vowels

Be sure the pupils understand that they are to match the vowel sound of the three words with the vowel sound in the first word.

Examples:

can	bat	cape	far
	●	0	0
her	**hair**	**bird**	**for**
	0	●	0

DO NOT SAY THE WORDS

DIRECTIONS

> Look at each row of words. Fill in the space under the one word in each row that has the same vowel sound as the first word in the row.

33. Contractions

The term "contraction" can be recalled by presenting the following examples on the chalk board.

a) didn't means did not

didn't
- 0 is not
- ● did not

b) I've means I have

I've
- ● I have
- 0 I will

Help them remember that the apostrophe means that a letter or letters are left out.

DO NOT READ THE WORDS

DIRECTIONS

> Look at the word by number 1. Fill in the space by one of the phrases that is next to it that tells what the word means. Then look at the word by number 2. Fill in the space by the phrase that tells what that word means.

34. Consonant-Vowel Irregularities

Remind the students that "silent letters" are letters you see in words but do not hear.

DIRECTIONS

> Look at each word, Fill in the space under the letter or letters in each word that you do not hear when you say the word.

35. Alphabetical Sequence

Tell the pupils to look carefully at each letter in each word. DO NOT TELL THEM THE WORDS.

DIRECTIONS

> Look at these words carefully.
> Level II: Look at the first list of words. Look at the other lists of words. Fill in the space under the one list that is arranged in alphabetical order or a, b, c, order.
> Level III: Re-write the words in alphabetical order. Write them on lines by the words.

36. Using A Table of Contents

Hold up a book showing the Table of Contents. Do not elaborate further. DO NOT READ THE QUESTIONS TO THE PUPILS.

DIRECTIONS

> Look at this Table of Contents. Answer the questions about it. Write the answer on the line after the question.

37. Locating Appropriate Word Meanings in a Glossary

This is an advanced skill so some pupils will be confused by the questions. DO NOT READ THE WORDS, THE QUESTIONS OR THE SENTENCES. DO NOT ELABORATE ON THE DIRECTIONS FOR LEVEL III.

DIRECTIONS

> Level II: Here are some words with one of their meanings given. Fill in the space by the sentence under each word that has the word in the sentence with the meaning that is given by the word.
> Level III: Here is part of a glossary page. Look at it carefully. Then answer the questions about it.

38. Determining the Appropriate Reference Source

You may name the four reference source - dictionary, atlas, telephone directory, encyclopedia for the pupils but DO NOT READ THE SENTENCES.

DIRECTIONS

> Level II: Here are some things where you can find information. Fill in the space by the words that will make a true (or good) sentence. For number 1 and for number 2.
> Level III: Here are some names of reference books. Which ones would you use to find the information asked for? Answer the questions by filling in the space with the number that is by the right reference book.

END OF TEST

ANSWER KEY
LEVEL II

D. P. I. READING
CRITERION-REFERENCED SCREENING TEST

1. 1) ball-red
   2) sun-yellow
   3) leaf- green
   4) balloon - blue

2. 1) circle (4)
   2) triangle (1)

3. bigger cup
   smaller house

4. 1) c C
   2) M m
   3) G g
   4) b B

5. 1) lost
   2) girl
   3) rain

6. jack-o-lantern- eye
   glove - thumb

7. 1) good pets
   2) with the balloon

8. bed

9. toys- balloon, kite
   homes- two story house
   one story house

10. 1) in the cage
    2) on the cage

11. 1) read red
    2) be bee

12. 1) little
    2) store

13. go - stop
    he -she
    run - walk

14. 1) plays
    2) rained
    3) rabbits

15. 1) not kind
    2) not happy
    3) not polite

16. 1) ready to sleep
    2) in a slow way
    3) someone who paints

17. 1) house/work
    2) rain/coat

18. 1) she
    2) their

19. 1) the turtle
    2) a kitten

20. children
    colors
    food

21. 2
    3
    1

22. 1) she worked for money.
    2) she got some peanuts

23. 1) put on her coat
    2) saw a cat
    3) funny show

24. (the 3rd sentence)

25. (the 1st and 3rd sentences)

26. 1) jump
    2) walk
    3) build

27. 1) big
    2) green
    3) happy

28. 1) very fast
    2) at the zoo

29. b (boat)
    c (cake)
    st (steps)
    ch (children)
    tr (train)

30. k (book)
    d (bed)
    st (nest)
    ck (duck)
    ch (watch)

31. 1) L
    2) L
    3) S
    4) S
    5) L

32. 1) now
    2) blue
    3) house
    4) pair

33. 1) it is
    2) can not

34. 1) e
    2) a
    3) y

35. 3rd column
    animal
    balloon
    color
    day
    egg

36. 1) 12
    2) The Yellow Bike

37. 1) 1st sentence
    2) 2nd sentence
    3) 2nd sentence

38. 1) the day of the week
    2) a good story

ANSWER KEY
LEVEL III

D. P. I. READING
CRITERION-REFERENCED SCREENING TEST

1. coat - red
   tree - green
   duck - yellow
   hat - blue

2. 1) circle (3)
   2) triangle (1)

3. 1) taller vase
   2) thinner pencil

4. 1) A a
   2) n N
   3) p P
   4) d D

5. 1) play
   2) stop
   3) never

6. 1) clown - mouth
   2) house - door

7. 1) in a pond
   2) good to eat

8. dog

9. 1) apple
      ice cream cone
   2) duck
      cat

10. 1) inside the cage
    2) on top of the cage

11. 1) blew blue
    2) two to

12. 1) scared
    2) big

13. go - come
    yes - no
    new - old

14. 1) runs
    2) flying
    3) painted

15. 1) not scared
    2) write again
    3) do not obey

16. 1) helps a lot
    2) did not watch out
    3) with joy

17. 1) cow/boy
    2) snow/man

18. 1) my
    2) we

19. 1) in the forest
    2) the lost boy

20. 1) 2
    2) 4
    3) 1

21. 3
    1
    2

22. 1) found some old boards
    2) put on the roof

23. 1) ate some cake
    2) dropped it on the sidewalk
    3) it had rained hard

24. (the 2nd sentence)

25. (the 1st and 2nd sentences)

26. 1) knock
    2) climb
    3) skate

27. 1) funny
    2) lazy
    3) yellow

28. 1) after breakfast
    2) sugar cookies

29. f (fire)
    k (key)
    sl(slipper)
    cl(clock)
    dr(drum)

30. d (bird)
    t (goat)
    sh (fish)
    th (tooth)
    ck (truck)

31. 1) L
    2) L
    3) S
    4) S
    5) L

32. 1) house
    2) noise
    3) book
    4) word

33. 1) I am
    2) you have

34. 1) gh
    2) w
    3) e

35. basket
    bell
    bridge
    button

36. 1) 40
    2) Catching a Fish

37. 1) adventure
    2) cannon
    3) 1

38. a. (3)
    b. (1)

Student's Tally Sheet Test Results DPI-CRI Screening Test Level II or III

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

Perception

1. Color	4 ___
2. Shape	2 ___
3. Size	2 ___
4. Alphabet	4 ___
5. Configuration	3 ___
6. Part/whole	2 ___
7. Phrase sequence	2 ___
8. Sound/symbol	1 ___
	20 ___

Comprehension

9. Picture/Word clues	4 ___
10. Prepositional phrases	2 ___
11. Homonyms	2 ___
12. Synonyms	2 ___
13. Antonyms	3 ___
14. Inflectional endings	3 ___
15. Prefixes	3 ___
16. Suffixes	3 ___
17. Compound words	2 ___
18. Pronouns	2 ___
19. Details	2 ___
20. Categories	3 ___
21. Sequence	1 ___
22. Sequence	2 ___
23. Cause/effect	3 ___
24. Main idea	1 ___
25. Summarizing	2 ___
	40 ___

Word Recognition

26. Action words	3 ___
27. Descriptive words	3 ___
28. When, what, where how phrases	2 ___
29. Initial Consonants	5 ___
30. Final consonants	5 ___
31. Long/short vowels	5 ___
32. Diphthongs, "r" vowels digraphs	4 ___
33. Contractions	2 ___
34. Consonant/vowels irregularities	3 ___
	32 ___

Study Skills

35. Alphabetical order	1 ___
36. Table of contents	2 ___
37. Word meanings glossary	3 ___
38. Refe rence source	2 ___
	8 ___

Summary	Possible Score	Pupil's Score
Perception	20	_____
Comprehension	40	_____
Word Recognition	32	_____
Study Skills	8	_____
Total	100	_____

Analysis of DPI Criterion-Referenced Screening Test
Level II and Level III

A. Student's Tally Sheet

This is to be prepared in duplicate. The teacher keeps one sheet in her files. The second copy is forwarded to the Central Office after the teacher and reading specialist have analyzed the results and formulated the Cycle I prescription.

1. Fill out the information at the top of the sheet. Be sure name and I. D. number is accurate as this will be used to form the official DPI enrollment list for Title I.
2. Enter the pupil's scores in the appropriate spaces.
3. Add each sub-total.
4. Fill in the Skills Summary section by placing each sub-total score in the appropriate blanks.

B. Student's Profile Sheet

1. Using Table I as a guide, plot the pupil's individual profile by putting an X on the dot that represents the number of items correct in each area. This plotting will enable us to see the areas of the pupil's strengths and weaknesses in relation to the other three areas. It will indicate which areas need to be emphasized during the initial instructional periods.

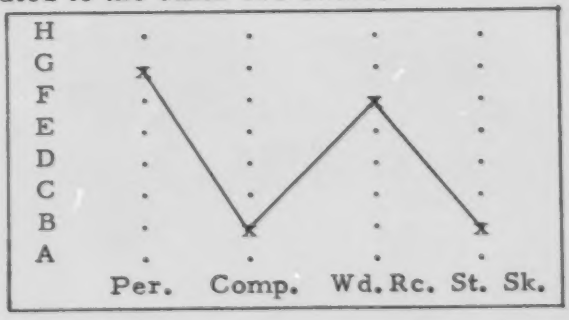
Table I: Item Equivalents

H	19-20	36-40	29-30	8
G	17-18	31-35	25-27	7
F	15-16	26-30	21-24	6
E	13-14	21-25	17-20	5
D	10-12	16-20	13-16	4
C	7-9	11-15	9-12	3
B	4-6	6-10	5-8	2
A	1-3	1-5	1-4	1
	Per-ception	Compre-hension	Word Recog.	Study Skills

2. Using Table I as a guide, plot the pupil's profile by putting an X on the dot indicating the level. This will indicate the pupil's relative ability in each area as related to the other two areas.

Example: John A. made the following sub-test scores.

Perception	18
Comprehension	8
Word Recognition	21
Study Skills	2
Total	49



STUDENT PROFILE SHEET

Pupil's Name _____ Grade _____

I. D. Number _____ School _____

H	.	.	.	.
G	.	.	.	.
F	.	.	.	.
E	.	.	.	.
D	.	.	.	.
C	.	.	.	.
B	.	.	.	.
A	.	.	.	.

DIRECTIONS: Using Table I found on the Analysis Sheet, plot the pupil's progress by putting an X on the dot for each skill area that indicates his skill level. Connect the dots with a line. This will give you a graphic illustration of the pupil's relative ability in each area as related to the other three areas.

Student's Tally Sheet Test Results DPI-CRI Screening Test Level II or III

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

Perception			
1. Color	4 ___	23. Cause/effect	3 ___
2. Shape	2 ___	24. Main idea	1 ___
3. Size	2 ___	25. Summarizing	2 ___
4. Alphabet	4 ___		40 ___
5. Configuration	3 ___	**Word Recognition**	
6. Part/whole	2 ___	26. Action words	3 ___
7. Phrase sequence	2 ___	27. Descriptive words	3 ___
8. Sound/symbol	1 ___	28. When, what, where how phrases	2 ___
	20 ___	29. Initial Consonants	5 ___
Comprehension		30. Final consonants	5 ___
9. Picture/Word clues	4 ___	31. Long/short vowels	5 ___
10. Prepositional phrases	2 ___	32. Dipthongs, "r" vowels digraphs	4 ___
11. Homonyms	2 ___	33. Contractions	2 ___
12. Synonyms	2 ___	34. Consonant/vowels irregularities	3 ___
13. Antonyms	3 ___		32 ___
14. Inflectional endings	3 ___	**Study Skills**	
15. Prefixes	3 ___	35. Alphabetical order	1 ___
16. Suffixes	3 ___	36. Table of contents	2 ___
17. Compound words	2 ___	37. Word meanings glossary	3 ___
18. Pronouns	2 ___	38. Refe rence source	2 ___
19. Details	2 ___		8 ___
20. Categories	3 ___		
21. Sequence	1 ___		
22. Sequence	2 ___		

Summary	Possible Score	Pupil's Score
Perception	20	_____
Comprehension	40	_____
Word Recognition	32	_____
Study Skills	8	_____
Total	100	_____

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level III

Student's Name _____

I.D. Number _____

School _____

Grade _____

Teacher _____

Date _____

TM 004 692

1. red

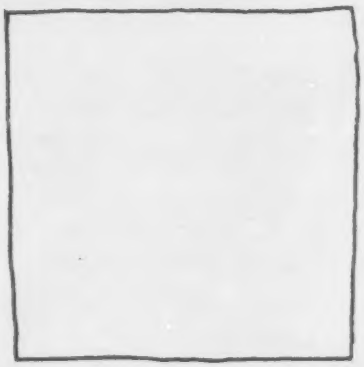
2. green

3. yellow

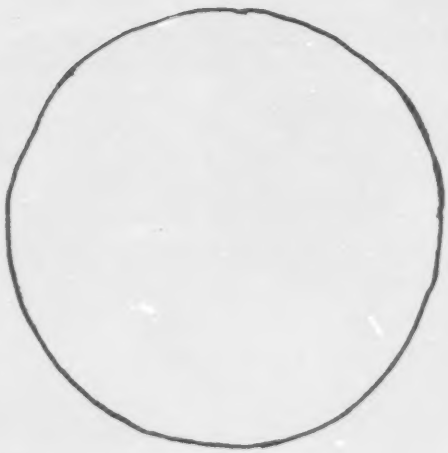
4. blue

2

1. 0

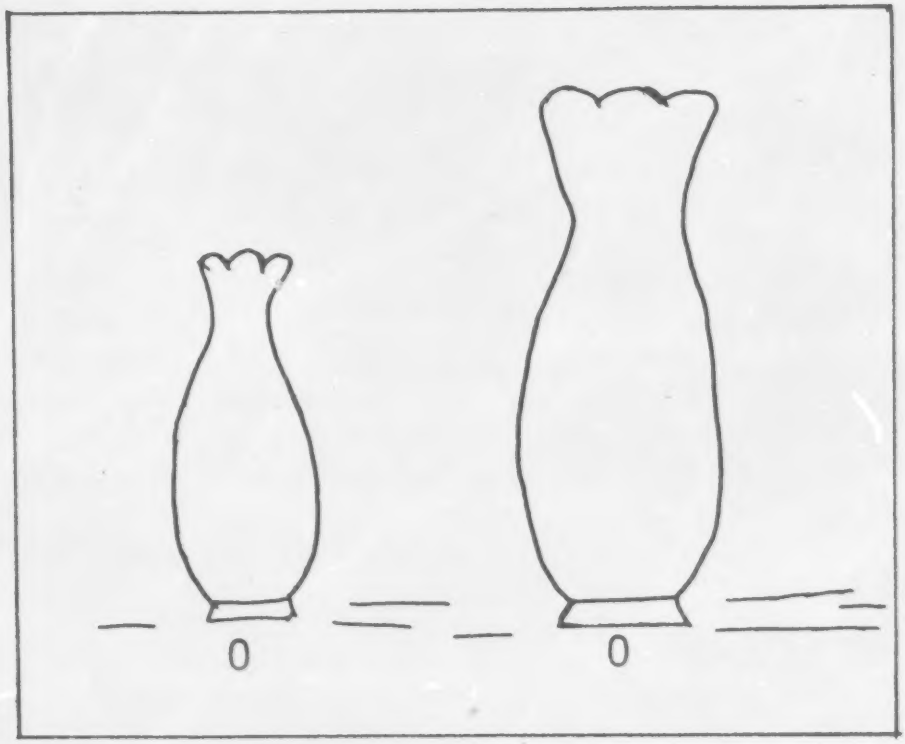


2. 0



3. 0

4. 0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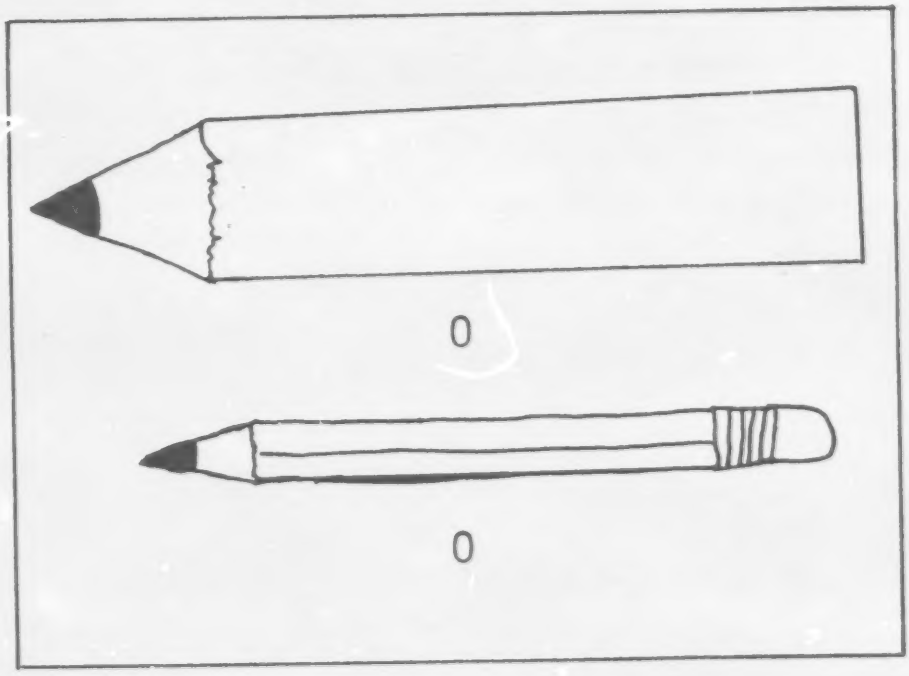
0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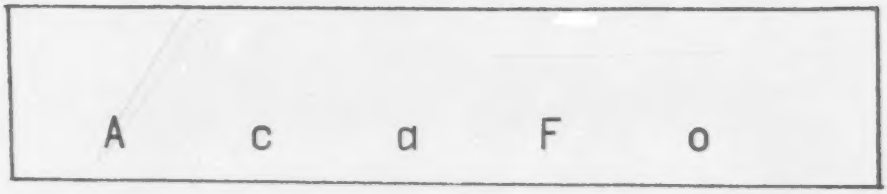
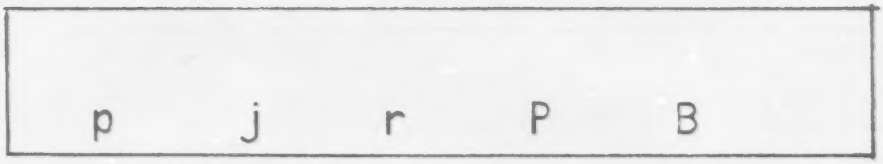
4

1. 

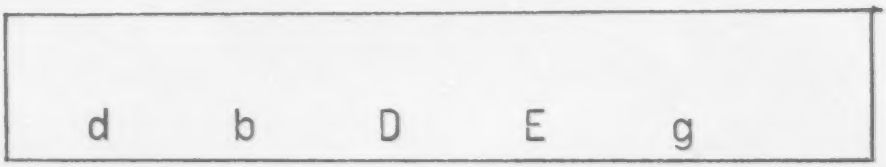
0 0 0 0 0

2.

0 0 0 0 0

3. 

0 0 0 0 0

4. 

0 0 0 0 0

1.	play	paly	yalp	play	ypal
		0	0	0	0
2.	stop	tops	pots	opts	stop
		0	0	0	0
3.	never	reven	never	veren	evern
		0	0	0	0

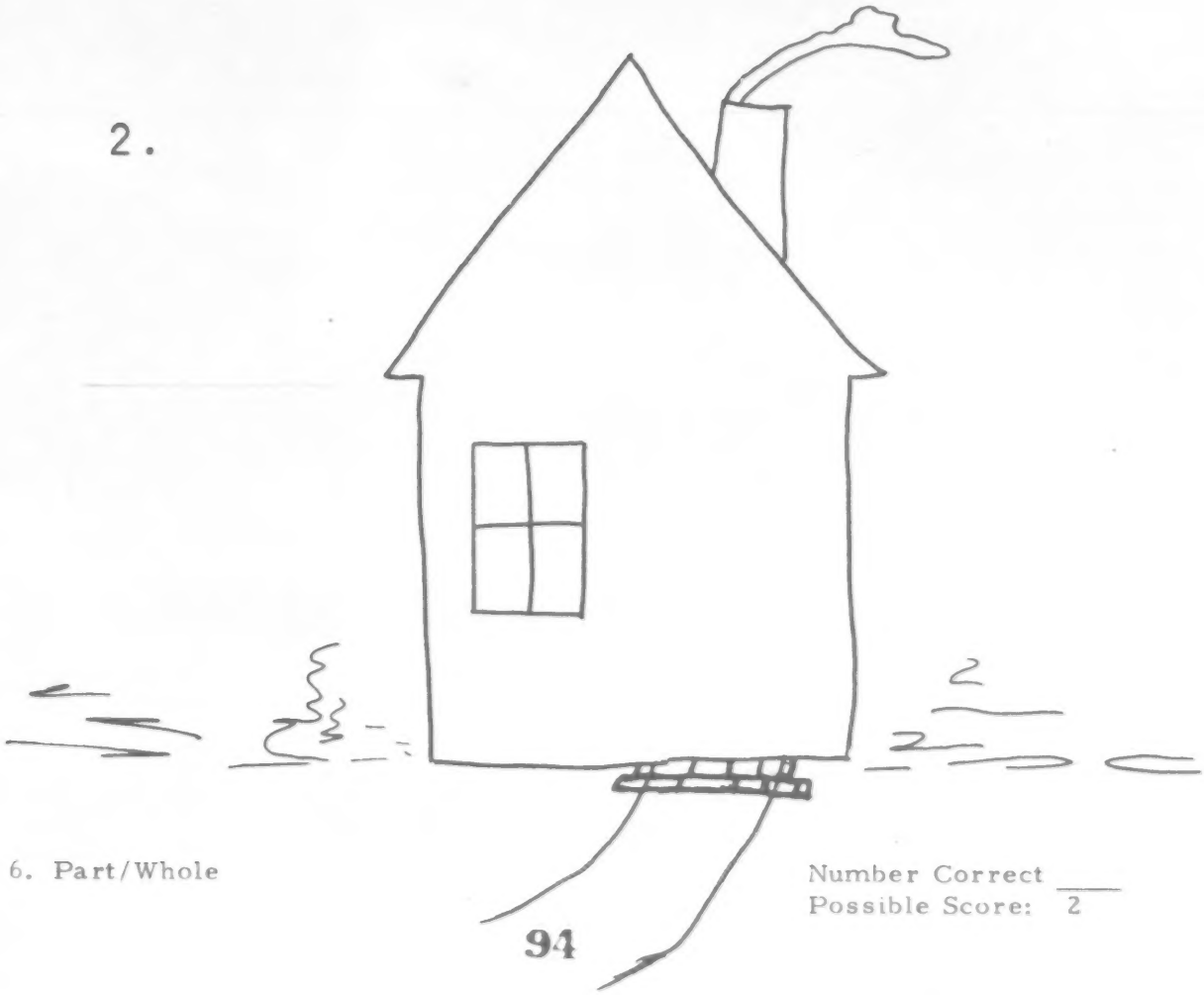
5. Configuration

Number Correct ____
Possible Score: 3

6

1.

2.



6. Part/Whole

Number Correct ____
Possible Score: 2

1.

Fish swim

0 above the clouds

0 in a pond

2.

Eggs are

0 good to eat

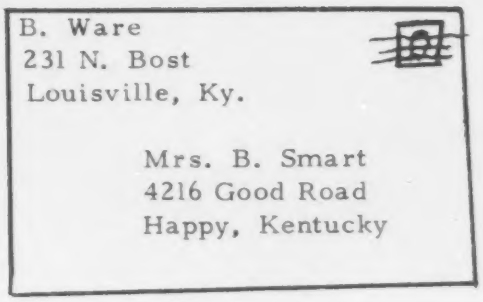
0 made of nuts

7. Phrase sequence

Number Correct ____
Possible Score: 2

8.

0



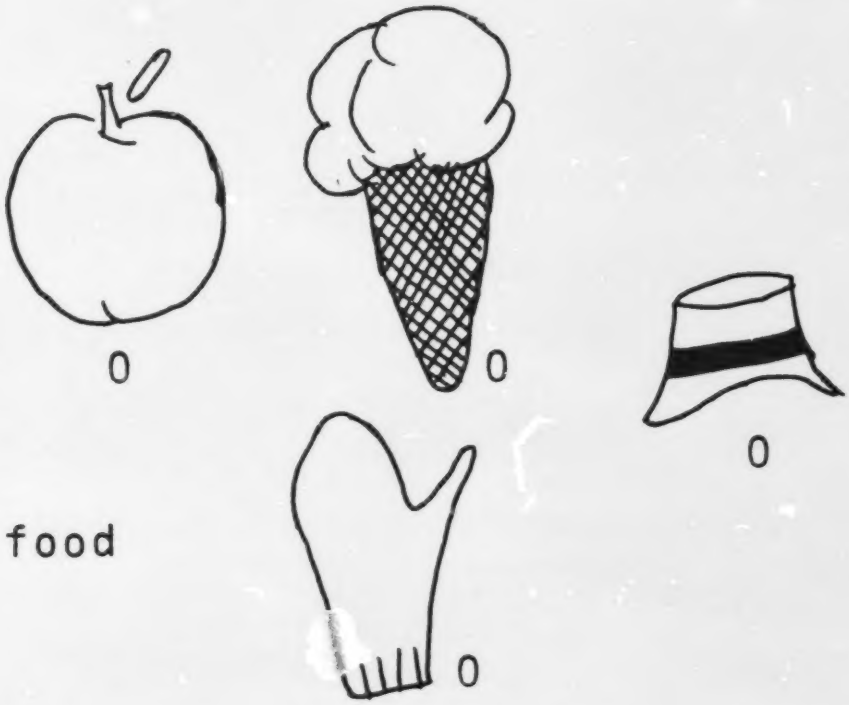
0

0

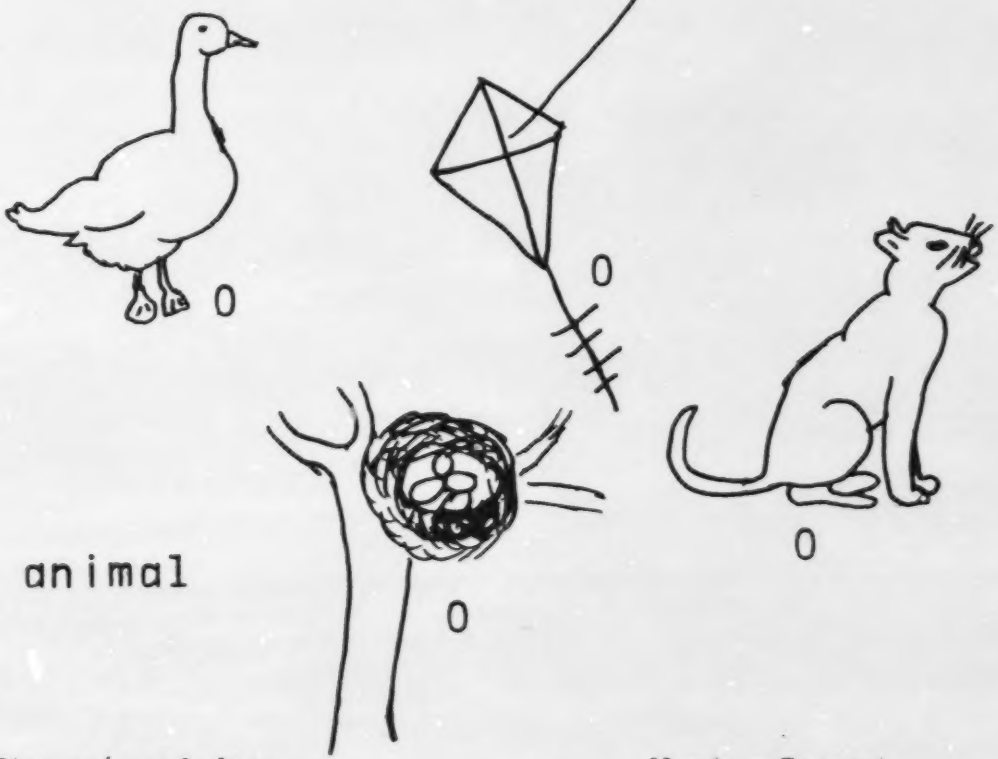
0

8. Sound/symbol

Number Correct _____
Possible Score: 1



1. food

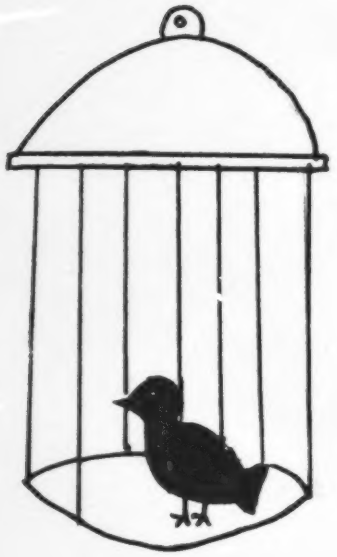


2. animal

9. Picture/ word clues

Number Correct _____
Possible Score: 4

10

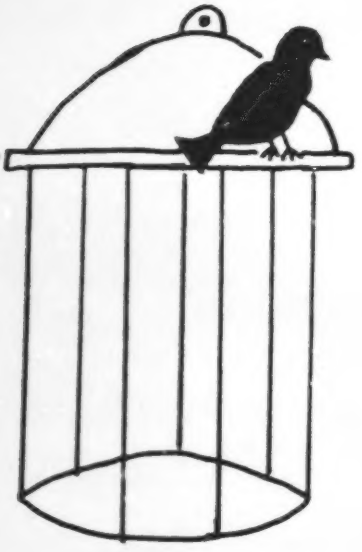
1. 

0 beside the cage

0 under the cage

0 inside the cage

---

2. 

0 on top of the cage

0 beneath the cage

0 beside the cage

10. Prepositional phrases

Number Correct ____
Possible Score: 2

1. John blew his blue whistle.

0 0 0 0 0

2. Two boys raced to the corner.

0 0 0 0 0 0

11. Homonyms

Number Correct _____
Possible Score: 2

---

1. I am not <u>afraid</u> in the dark.

0 small 0 scared

2. This box is very <u>large</u>.

0 big 0 unhappy

12. Synonyms

Number Correct _____
Possible Score: 2

12

1.	go	0 book 0 come
2.	yes	0 no 0 so
3.	new	0 now 0 old

13. Antonyms

Number Correct ____
Possible Score: 3

---

1. My dog _____ fast.

   0 runs 0 running

2. Dick is _____ his plane.

   0 fly 0 flying

3. The house is _____ red.

   0 paint 0 painted

14. Inflectional endings

Number Correct ____
Possible Score: 3

1. I am <u>unafraid</u>.

O scared
O not scared

---

2. I will <u>rewrite</u> the story.

O write again
O not write

---

3. The boys <u>disobey</u> their mother.

O do not obey
O follow orders

1. My brother is very helpful.

   O helps a lot

   O does not help

---

2. John was careless and hurt himself.

   O did not watch out

   O took good care

---

3. The bird sang merrily.

   O with joy

   O without joy

16. Suffixes

Number Correct ____
Possible Score: 3

1. The cowboy roped a calf.
   0 0 0 0 0

2. The children made a snowman.
   0 0 0 0 0

17. Compound words

Number Correct ____
Possible Score: 2

---

1. I lost ___toy boat.

   0 us 0 my 0 we

2. ____will go to the circus.

   0 Their 0 Our 0 We

18. Pronouns

Number Correct ____
Possible Score: 2

16

The plane flew above the trees. The pilot looked down into the dark forest. Suddenly he saw something move. He looked closely. Was it a red deer? Was it a brown bear? No, it was the lost boy. The pilot was happy. He was going to land the plane and save the boy.

---

1. A boy was lost

   O in the cornfield

   O in the forest

---

2. The pilot saw

   O a red deer

   O the lost boy

19. Details

Number Correct ____
Possible Score: 2

animals	fruit	colors	clothes
[1]	[2]	[3]	[4]
1. apple	orange	blueberry	___
2. coat	pants	dress	___
3. horse	cow	sheep	___

20. Categories

Number Correct ___
Possible Score: 3

The children ate the cake. ___

Mother mixed the cake batter. ___

She baked the cake in the oven. ___

21. Sequence

Number Correct ___
Possible Score: 1

18

MIKE AND BOB

Mike and Bob made a doghouse for Brownie. First they found some old boards. They nailed the boards together. Then they put on the roof. Next they painted the doghouse red. Brownie came over to the doghouse. He sniffed and sniffed. "Bow-Wow," he barked. "Thank you for my new house."

---

1. What was the first thing Mike and Bob did?

   O nailed boards together
   O painted the house red
   O found some old boards

2. What did the boys do after they nailed the boards together?

   O called Brownie
   O put on the roof
   O painted the house red

Number Correct _____
Possible Score: 2

1. Bob was so hungry that he

   O went to sleep.

   O ate some cake.

---

2. Jane's doll broke when she

   O dropped it on the sidewalk.

   O ate some blueberries.

---

3. The grass was wet because

   O it had rained hard.

   O the wind blew.

20

THE RABBITS

The rabbits thought and thought of a name for their new baby. They could not think of a name they liked. At last Mr. Squirrel found a name for the baby. He called him Bunny Boy. The rabbits were happy with that name. They liked this name for their new baby.

O The rabbits had a new baby.

O The new baby rabbit was named.

O Mr. Squirrel was happy.

24. Main idea

Number Correct _____
Possible Score: 1

Work In The Forest

A long time ago many men in our country worked in the forests. They had to cut down trees by hand. They used axes and large saws. Their work was hard and dangerous. They often wore brightly colored clothes so that they would be easy to see. The men were proud of their work.

O Trees were cut down in the forest.

O Some men worked hard a long time ago.

O Brightly colored clothes are pretty.

1.	2.	3.
knock 0	lamb 0	skate 0
beautiful 0	climb 0	soup 0

26. Action

Number Correct _____
Possible Score: 3

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1. the funny clown
   0 0 0

2. the lazy boy
   0 0 0

3. a yellow basket
   0 0 0

27. Descriptive words

Number Correct _____
Possible Score: 3

1. When are you to come to my house?

Come to my house after breakfast.
0 0 0 0 0 0

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2. What does Grandmother bake everyday?

Grandmother bakes sugar cookies
0 0 0 0

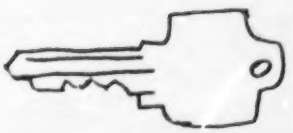
everyday.
0

28. When, what, where, how phrases

Number Correct ____
Possible Score: 2

24

0 t
0 f
0 b



0 l
0 c
0 k

0 cl
0 dr
0 st

0 sl
0 sm
0 st

0 br
0 tr
0 dr

29. Initial consonants

Number Correct ____
Possible Score: 5

0 d
0 t
0 b

0 tr
0 th
0 tf

0 th
0 tr
0 sh

0 ck
0 sk
0 sl

0 d
0 t
0 l

30. Final consonants

Number Correct ____
Possible Score: 5

1.	boat	L 0	S 0
2.	play	L 0	S 0
3.	sick	L 0	S 0
4.	egg	L 0	S 0
5.	face	L 0	S 0

31. Long/short vowels

Number Correct ____
Possible Score: 5

1.	now	house 0	dot 0	play 0
2.	boy	snow 0	boat 0	noise 0
3.	cook	boot 0	book 0	cop 0
4.	bird	word 0	card 0	bit 0

32. Diphthongs and "r" vowels, digraphs

Number Correct ____
Possible Score: 4

1.	I'm	O I would O I am
2.	you've	O you have O can not

33. Contractions

Number Correct ____
Possible Score: 2

1.	light	l i g h t 0 0 0 0 0
2.	wrap	w r a p 0 0 0 0
3.	bake	b a k e 0 0 0 0

34. Consonant, vowel irregularities

Number Correct ____
Possible Score: 3

button _____

basket _____

bridge _____

bell _____

Number Correct _____
Possible Score: 1

35. Alphabetical order

Going Fishing 34

Let's Go 37

Let's Fish. 40

Catching A Fish 43

Joe's Big Fish. 47

1. On what page does the story <u>Let's Fish</u> begin? _____

2. What is the name of the story that begins on page 43? _____

Number Correct _____
Possible Score: 2

36. Table of contents

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adventure — cannon

adventure 1) an unusual happening 2) to meet with new and exciting happenings

against 1) touching something 2) opposite to

awful 1) something terrible 2) to fill with deep respect

belt 1) a narrow piece of cloth put around the body

blink 1) to close the eye quickly

blizzard 1) a hard snow with high winds

bother 1) to worry 2) give trouble to

business 1) a way to make a living 2) something that must be done

cannon 1) a large gun

1. What is the first entry word in the glossary? _____
2. What is the last entry word in the glossary? _____
3. Would you use meaning number 1 or number 2 for the word against in the following sentence?

The ladder is leaning against the (____) house.

37. Appropriate meanings/ glossary

Number Correct _____
Possible Score: 3

dictionary (1)

atlas (2)

telephone directory (3)

encyclopedia (4)

a. Which book would you use to find someone's telephone number? (___)

b. Which book would you use to find the meaning of a word? (___)

38. Reference source

Number Correct ___
Possible Score: 2

END OF TEST